

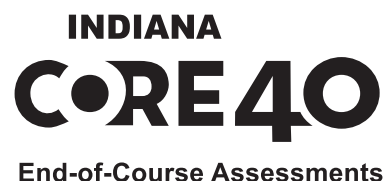
INDIANA **CORE40**

End-of-Course Assessments

Biology I
Spring 2008

Teacher/Examiner's Manual

MESSAGE TO TEACHERS/EXAMINERS



April 2008

Thank you for participating in the Spring 2008 administration of the Biology I End-of-Course Assessment (ECA). Aligned with Indiana's Academic Standards, the ECAs are valuable tools for measuring what students know and are able to do and for ensuring the quality, consistency, and rigor of Core 40 courses across the state. In addition, the End-of-Course Assessments are included in Indiana's School Accountability system under Public Law 221-1999. In addition, the Biology I ECA is a component of No Child Left Behind (NCLB). Every state must administer a HS Science test to comply with NCLB requirements; Indiana will use the Biology I ECA to fulfill that requirement. All students that complete a Biology I course for HS credit must also participate in the Biology I End-of-Course Assessment.

Your school has opted to administer the paper-and-pencil version of the assessment. This Teacher/Examiner's Manual includes the following information:

- Contacts and Important Dates;
- General Directions for Administering the ECAs; and
- Testing Accommodations

Please review the information provided and share it with individuals in your school who will be involved with the ECA test administration.

Your Corporation Test Coordinator will be your primary contact for all communication and materials regarding these assessments. Keep in mind that your Corporation Test Coordinator may be working with someone at the school (the School Test Coordinator) to help with ECA testing.

Remember that ECAs are secure tests, and all secure test materials **must** be returned. Please use the same procedures you use for ISTEP+ security, including check-in and check-out procedures, to account for materials during testing.

We appreciate your assistance in administering the Indiana Core 40 End-of-Course Assessments.

A handwritten signature in black ink that reads "Michele A. Walker".

Michele Walker
Director of Student Assessment

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CONTACTS AND TELEPHONE NUMBERS

This Teacher/Examiner's Manual is intended to assist with the administration of the Spring 2008 Indiana Core 40 End-of-Course Assessment for Biology I.

QUESTIONS? Please contact your Corporation Test Coordinator or School Test Coordinator.

For general information, contact the Indiana Department of Education:

Web site: www.doe.state.in.us/core40eca/
E-mail: eca@doe.state.in.us
Telephone: 317-232-9050

IMPORTANT DATES

April 21	Test materials delivered to corporations and nonpublic schools
April 22 - April 25	Corporations deliver test materials to schools
April 28 - May 30	Schools administer Core 40 End-of-Course Assessments
	At the end of the selected test window, schools complete the Examiner Surveys, and return test materials and test booklets to their Corporation Test Coordinators for return to Questar Assessment, Inc./IDOE
May 2 - June 3	Test materials inventoried for return to Questar Assessment, Inc./IDOE and UPS contacted for pick up
June 4	LAST DAY for UPS pick up of test materials from Corporation Test Coordinators

GENERAL DIRECTIONS FOR TEST ADMINISTRATION

This booklet contains information necessary for administering the Core 40 End-of-Course Assessment for Biology I. Familiarize yourself with these directions. Follow the scripted directions when administering the assessment.

Security

All test materials must be kept in a secure area. None of the test materials may be reproduced or discussed.

Structure and Time Allotment

- **Session One**
Session One consists of multiple-choice items and constructed response items. Students will have 45 minutes to complete this session.
- **Session Two**
Session Two consists of multiple-choice items and constructed response items. Students will have 45 minutes to complete this session.

In order to provide students with the full amount of time allotted to work on the assessment, you may want to allow 5 to 10 minutes at the beginning and ending of each testing session to distribute and collect testing materials.

NOTE: Schools may choose to administer the entire exam in one 90-minute session.

Pre-Identification Student Barcode Labels (Pre-ID labels)

Corporations were provided with the option of using Pre-ID labels (see Figure 1) on the student demographic page. If your corporation submitted a Pre-ID file, Pre-ID labels are included with your test materials. Teachers/Examiners or STCs should place each student's Pre-ID label on the student test booklet prior to administration of the test. If your corporation did not submit a Pre-ID file, students will need to fill out and bubble the student demographic page. Refer to page 15, Directions for Completing the Student Demographic Page – Students Without Pre-ID Labels.

Follow these steps for each Pre-ID label.

- Verify that the student is still enrolled in the school and that the student will be tested. For students no longer enrolled or who will not be tested, do not apply the labels to the test booklets. These labels must be returned to the STC after testing.
- If the Student Name, Student Test Number, Birth Date, Gender, Ethnicity, or Grade on the label is **INCORRECT**, DO NOT use the Pre-ID label. Information on the student demographic page and the SIQ must be bubbled in.
- If the Student Name, Student Test Number, Birth Date, Gender, Ethnicity, and Grade are **CORRECT**, carefully place the Pre-ID label right-side up within the dotted lines on the student demographic page on the back of each student booklet. **It is important that the barcode labels be placed within this box for machine scanning. Each student will still need to write the teacher name, school name, and sign his/her name (bubbling in the circle to verify the signature) on the back of the booklet.**


STUDENT, SAMPLE A CORP: 9999 SCH: 9999 Subj: Alg I	STN: 123456789 Blackstone/002 F/R: Y 504: N LEP: N IEP: Y EXCP: 16 AC Math: Y
	
13343220 - 3	
DOB: 03/01/97 Gend: M Eth: Asian or Pac Is Gr: 11 Core40ECA Sp08	

Figure 1

Student Information Questionnaire

The Student Information Questionnaire (SIQ) is located on the inside back cover of the test booklet. (See Figure 2 below.) It is to be completed by school personnel only. **It is extremely important that this questionnaire be completed properly.**

For students with Pre-ID labels, the information required on the Student Information Questionnaire (SIQ) is contained in the barcode file. For these students, bubbling the SIQ is not necessary.

If any of the SIQ information is **INCORRECT** on the Pre-ID label, the correct choice should be bubbled. Hand bubbling for 1., 2., 3., 4., 5., and/or 6. will override precoded information on the student label.

For students without Pre-ID labels, school personnel must complete all applicable questions on the SIQ. Under NO circumstances, should a student be directed to complete the SIQ.

STUDENT INFORMATION QUESTIONNAIRE The questions below must be completed by school personnel only. These questions may not apply to all students. For each individual student, complete all questions that are applicable. If you have questions, contact your Core 40 ECA School Test Coordinator or check the <i>Examiner's Manual</i> .	
1. Is this student approved for free or reduced-price meals? <input type="radio"/> Yes <input type="radio"/> No	
2. Is this student officially considered to be participating in a Special Education Program (i.e., does this student have an IEP)? <input type="radio"/> Yes <input type="radio"/> No	
3. If the answer to Item 2 is yes, which of the following exceptionality areas best describes the special education student's primary eligibility classification? (Select only one.) The special education "CODA" codes appear after each exceptionality area. <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="radio"/> Multiple Disabilities (01) <input type="radio"/> Orthopedic Impairment (02) <input type="radio"/> Visual Impairment (03) <input type="radio"/> Hearing Impairment (04) <input type="radio"/> Emotional Disability (05 & 06) </div> <div style="width: 33%;"> <input type="radio"/> Learning Disability (07) <input type="radio"/> Communication Disorder (09) <input type="radio"/> Mild Mental Disability (10) <input type="radio"/> Moderate Mental Disability (11) <input type="radio"/> Severe Mental Disability (12) </div> <div style="width: 33%;"> <input type="radio"/> Deaf-blind (14) <input type="radio"/> Autism Spectrum Disorder (15) <input type="radio"/> Traumatic Brain Injury (16) <input type="radio"/> Other Health Impairment (17) </div> </div>	
4. Is this student served by a Section 504 plan? <input type="radio"/> Yes <input type="radio"/> No	
5. Is this student identified as a Limited English Proficient (LEP) student (ESL or ELL)? <input type="radio"/> Yes <input type="radio"/> No	
6. For students with an IEP or a Section 504 plan, or those who are identified as LEP: Was this student given any testing accommodations that need to be reported? For a list of such accommodations, please refer to the <i>Examiner's Manual</i> . Science <input type="radio"/> Yes <input type="radio"/> No	

Figure 2

Preparation by the Teacher/Examiner

As the Teacher/Examiner, you should become thoroughly familiar with the test schedule and the directions for administration before administering the tests. Study the information and share it with additional Examiners or other individuals who will be helping you administer the tests. The following guidelines and procedures are suggested to help you plan and conduct the testing sessions:

- Become familiar with the test instructions, for example, by reviewing the scripted sections and rehearsing prior to the administration.
- Read the directions for completing the student demographic page, marking or writing the answers, and administering the tests.
- If you do NOT have Pre-ID labels, plan to give students time to fill out the student demographic page on the back cover of the test booklet. If you DO have Pre-ID labels for your students, affix these in the area indicated on the student demographic page on the back cover of the student test booklet.
- Have all of the materials assembled for quick distribution.
- Know your School Number and have it available for the students if they are completing the student demographic page.
- Make sure each student has his/her Indiana Student Test Number.
- Be prepared to guide students through the specific directions for taking the test.
- Allow time for questions before beginning the testing period. Make sure students understand what they are to do before beginning the assessment.
- Monitor the students to be sure each student is marking or writing the answers properly. For multiple-choice questions, students should fill in the bubble next to the correct answer in the test booklet. All other student answers should be written in the test booklet in the spaces provided.

Preparation of the Students

It is important that students anticipate the tests with interest rather than with anxiety. Prepare students for testing and establish a relaxed atmosphere. Let students know that some questions will be more difficult than others, but encourage students to do their best.

Responsibilities of Teachers/Examiners

The tests must be administered by certified personnel; students **may not** serve as Examiners. Teachers/Examiners should be familiar with administration procedures before testing begins.

Before Testing

Teachers/Examiners should help prepare the room for testing, assist in distributing the test materials and assist in completing the student data on the back cover of the test booklet.

At the Beginning of Testing

Teachers/Examiners should be assigned and introduced to the students for whom they will be responsible during the testing period.

During Testing

Teachers/Examiners should check that students are marking the answers to the multiple-choice questions in the test booklet and that constructed response answers are written in the spaces provided in the test booklet. If a student is having difficulty understanding the tasks of marking answer choices, finding the correct question, or turning the page, please assist the student. After the testing has begun, the **only assistance** given should be in the mechanics of taking the test, other than those accommodations necessary based on a student's IEP or Section 504 Plan.

Teachers/Examiners should adhere to the following guidelines:

- Make certain that each student is working in the correct place in the test booklet.
- See that each student is marking only one answer for each multiple-choice question.
- Prohibit talking or sharing answers.
- Do not suggest the correct answer to the students.
- Allow adequate time for giving assistance to all students who need it.
- Inform the Corporation Test Coordinator and School Test Coordinator if any unusual problems arise.

At the End of Testing

Teachers/Examiners should collect all test materials. All scratch paper must be collected and destroyed.

Verifying Students' Identification and Eligibility to Test

An important task of the Teacher/Examiner at the beginning of a testing session is to verify that all students present for testing are eligible for the Core 40 End-of-Course Assessment. The Teacher/Examiner should be familiar with the students to verify their identification. Students for whom you do not have Pre-ID labels will be required to enter their state-assigned Student Test Number and 4-digit School Number on the student demographic page on the back cover of the test booklet. The Teacher/Examiner should have access to STNs prior to the testing day.

Materials Required for Testing

This section provides information concerning all materials required for administering the Core 40 End-of-Course Assessment.

A. Each Teacher/Examiner administering the Core 40 End-of-Course Assessment should have the following:

1. pencils
2. “Testing: Do Not Disturb” sign for the door
3. watch or clock
4. scratch paper (Note: Any type of scratch paper, e.g., graph paper, is acceptable.)

B. Each student taking the Core 40 End-of-Course Assessment will need the following:

1. Core 40 End-of-Course Assessment Biology I test booklet
2. state-assigned Student Test Number and 4-digit School Number, if the student does not have a Pre-ID label
3. pencil (No. 2)
4. scratch paper

ACCOMMODATIONS ON CORE 40 END-OF-COURSE ASSESSMENTS

Testing Accommodations Guidance

A major goal of educational policy makers is to ensure educational opportunities for all students. It is equally important to measure the real progress of all students in attaining academic standards. Therefore, the participation of students with disabilities in Core 40 End-of-Course Assessments and the inclusion of their scores in related reports are important.

One significant issue to be addressed by educators as they attempt to increase overall participation in state and local assessment reports is the individualized determination of necessary accommodations and the effects of those on test results. The effect of assessment accommodations may have a different impact upon the general validity of assessment depending, along with other things, upon whether the test is referenced to national norms or to specific educational criteria.

Since the purpose of accommodation is to achieve parity and not to provide an unfair advantage or disadvantage to a particular student, the Indiana Department of Education is studying the impact of accommodations on test results in order to minimize any unintended effects.

The following guidance regarding testing accommodations for students with disabilities is available for Indiana school corporations.

What is an accommodation?

An accommodation is a change in testing materials or procedures (i.e., timing or scheduling, response format, setting or environment, and presentation format) that enables students to participate in assessment in a way that measures their abilities rather than their disabilities. The purpose of testing accommodations is to “level the playing field” or to achieve parity with non-disabled peers in the test-taking situation.

Which students will require accommodations?

Students in special education and students with acute or chronic physical disabilities (as documented in a Section 504 Plan) may be entitled to any of the assessment accommodations specified in their individualized education programs (IEPs) or Section 504 instructional plans. However, it is important to realize that Core 40 End-of-Course Assessments use different criteria for determining eligibility for accommodations for students with disabilities, in accordance with state and federal laws. Consult the charts in this section (pages 11-12) and collaborate with students, parents, and test coordinators to determine which, if any, accommodations are appropriate for individual students.

How will schools document accommodations used during the Core 40 End-of-Course Assessments that have not been previously identified on the Pre-ID label (as part of the IDOE Data Collection)?

Examiners should indicate whether or not a student receives accommodations during the exam inside the back cover of the test booklet on the SIQ.

Will tests administered under accommodated conditions be scored?

All student tests will be scored, and results will be reported back to schools.

Which accommodations will be allowed during the Core 40 End-of-Course Assessments? Are any accommodations prohibited? Are there any testing accommodations that do not have to be documented during End-of-Course testing?

Generally, an accommodation is acceptable on Core 40 End-of-Course Assessments, if a student with disabilities uses the accommodation in testing situations that occur throughout the student's educational program; however, the test may not be modified. Students are not to receive shortened tests, are not allowed to choose from a reduced number of possible answers, are not to have the reading comprehension portions read to them, and will not receive simplified instructions.

When a student's IEP or 504 Plan indicates that a response is to be **scribed**, the scribe must ensure that the administration is one-on-one so as not to interfere with the standardized testing of other students. Prior to testing, the scribe should attempt to gather information regarding the student's level of vocabulary and spelling abilities from those who are familiar with the student's academic background. The scribe should then ask the student to spell aloud any word he or she thinks is not within the range of the student's vocabulary or spelling abilities. The scribe may not coach a student on the meaning or spelling of a word or read any portion of the reading comprehension passages. The scribe should write exactly what the student dictates, without capitalization or punctuation inserted. Every time the student pauses, the scribe should begin writing on a new line. No presumption is made about whether a pause is indicative of the use of a comma, period, or other punctuation. When the student has finished dictating, the written text is presented for the student to indicate capitalization and punctuation.

Chart 1: Accommodations for Students with Disabilities or Section 504 Plans(Permitted but not reported on the Core 40 ECAs *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none">• Time of day for administration is altered.• Student provided additional breaks as necessary.• Test administered in several sessions.• Additional breaks between tests, if necessary.	<ul style="list-style-type: none">• Student is allowed to circle the answers to questions rather than “bubble” them; answers are then bubbled in by another.• Student uses an answer sheet which has been enlarged (no extra time).• Student uses word processor/electronic Braille writer (without access to spell check or grammar check).	<ul style="list-style-type: none">• Student is provided special lighting conditions.• Student is provided preferential seating.• Student is given access to special furniture.• Student is tested in small group setting.• Student is tested individually.• Student is allowed to use a slant board to hold testing materials at correct angle.• Student is provided pencil grip or specialized writing instrument.	<ul style="list-style-type: none">• Student is given access to a visual magnification device.• Student is provided auditory amplification device and/or noise buffers.• Student uses a large print version of the assessment.• Student has directions read to him or her.• Student has test administered by a familiar test administrator.

Chart 2: Accommodations for Students with Disabilities or Section 504 Plans(Permitted and reported on the Core 40 ECAs *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none">• Student provided extended testing time for each test session (e.g., 50% more time, double time).	<ul style="list-style-type: none">• Student responds orally; answer sheet filled in by another person.• Student signs responses to an interpreter.• Student has access to a scribe to write out response for essay questions.• Student has access to a calculator but still must show his or her work for a given problem.• Student uses a talk assistive technology device.		<ul style="list-style-type: none">• Student uses a Braille version of the assessment.• Questions are signed to the student by an interpreter.• Questions are read to the student (except those that measure Reading Comprehension).• Student uses a talk assistive technology device.• Student is provided with additional examination examples.

Chart 3: Accommodations for Limited English Proficient Students (Levels 1-4*).(Permitted but not reported on the Core 40 ECAs *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none">• Student provided additional breaks as necessary.• Test administered in several sessions.• Additional breaks between tests, if necessary.		<ul style="list-style-type: none">• Student is tested in a small group setting.• Student is tested individually.	<ul style="list-style-type: none">• Student has directions read to him or her.• Student has test administered by a familiar test administrator.

Chart 4: Accommodations for Limited English Proficient Students (Levels 1-4*).
(Permitted and reported on the Core 40 ECAs *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> Student is provided extended testing time for each test session. (A timeframe, such as 50% more time or double time, should be set. Do not let the assessment go on indefinitely if the student is not making progress.) <p><i>Note: This accommodation is available for ALL LEP students.</i></p>	<ul style="list-style-type: none"> Student uses an approved bilingual word-to-word dictionary. (A list of approved bilingual dictionaries can be found in Appendix J of the ISTEP+ Program Manual at http://www.doe.state.in.us/istep/ProgramManual.html) <p><i>Note: The student's Individual Learning Plan must document use of a bilingual word-to-word dictionary in class.</i></p>		<ul style="list-style-type: none"> All test questions are read to the student (except those that measure Reading Comprehension). Math and Science test items and answer options are read verbatim (in English) to student.

*Note: English proficiency levels are determined on the state-approved LAS Links English Proficiency Assessment. Students scoring at an "Overall" level of 5 (fluent) are not eligible for any accommodations on Core 40 ECAs. For students who do not have a proficiency score, administer the LAS Links Placement Test to determine the student's level of proficiency. Only LEP students who place as "Not Proficient" or "Approaching Proficient" on the Placement Test may be considered for the accommodations approved for Proficiency Levels 1-4. If you have any questions about identifying a student's level of English proficiency, please contact the Division of Language Minority and Migrant Programs at 317-232-0555 or 800-382-9962.

Chart 5: Accommodations Prohibited During the Core 40 ECAs for All Students

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> Student is provided unlimited time for each test section. 	<ul style="list-style-type: none"> Student responds in a language other than English, response is then transcribed into English for scoring purposes. 		<ul style="list-style-type: none"> Language in the directions is reduced in complexity. Word problems in the mathematical assessment use language which is reduced in complexity. Student is provided color-coded prompts for mathematical problems. Assessment is provided in a language other than English.

DIRECTIONS FOR COMPLETING THE STUDENT DEMOGRAPHIC PAGE – STUDENTS WITH PRE-ID LABELS

The directions on this page are to assist students in completing the student demographic page that is on the back cover of the Biology I test booklet. Pre-ID labels should be affixed to the demographic page of each student's test booklet. Allow sufficient time for students to fill in the following information completely and accurately.

The material in bold type is to be read aloud to the students and is preceded by the word SAY. All other information is for the teacher/examiner and should not be read to the students.

Distribute the test booklets. When handing out the test booklets, teachers/examiners should have students verify that they have received the correct booklet with his or her Pre-ID label attached.

SAY **Make sure you are using a No. 2 pencil when taking this test. Pens are not allowed.**

SAY **Before we begin the test, we will complete the student demographic page located on the back cover of your test booklet. Turn over your test booklet now.**

Demonstrate by holding up a student test booklet. Show the back page and point to the Pre-ID label.

SAY **Check to see that there is a Pre-ID label affixed to this page. Check the label and verify that it contains your name. Please raise your hand if the name on the label is not your name or there is no Pre-ID label on your booklet.**

If the name on the label is incorrect:

- and the correct label is available, **place it directly** over the incorrect label and continue with these directions.*
- and the correct label is not available, place a blank label directly over the incorrect label, and go to page 15, *Directions for Completing the Student Demographic Page – Students Without Pre-ID Labels*. You may choose to do this step with only those students that need to complete the student demographic page separately, so as to not delay testing for other students in the class.*

SAY **Find the space labeled TEACHER NAME and print the last name of your teacher in the space provided.**

Pause.

SAY **In the space labeled SCHOOL NAME, print the name of your school in the space provided.**

Pause.

SAY Find the space labeled **STUDENT SIGNATURE**. Sign your first and last name and then fill in the bubble below to confirm your signature.

Demonstrate by holding up the test booklet. Pause to allow the students to fill in this information.

When all students have completed the Teacher Name, School Name, and Student Signature, go to page 18, Directions for Administering the Test. If there are any students in your class that do not have a Pre-ID label, please go to page 15, Directions for Completing the Student Demographic Page – Students Without Pre-ID Labels.

SAY Find the space labeled TEACHER NAME and print the last name of your teacher in the space provided.

Pause.

SAY In the space labeled SCHOOL NAME, print the name of your school in the space provided.

Pause.

SAY Find the space labeled STUDENT SIGNATURE. Sign your first and last name and then fill in the bubble below to confirm your signature.

Demonstrate by holding up the test booklet. Pause to allow the students to fill in this information.

SAY Find the space labeled STUDENT NAME. In the spaces labeled Last, print one letter of your last name in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. In the spaces labeled First, print one letter of your first name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. In the space labeled MI, print your middle initial. If you do not have a middle name, do not print anything in this space.

Pause to allow the students to fill in this information. Check to make sure that each student is filling in the information correctly.

SAY Each box in the STUDENT NAME section has a column of circles below it. In the first column, fill in the circle that has the same letter as the first letter of your last name. Repeat the process for each of the other letters in your name. Mark only one circle in each column.

Pause. Check to make sure that each student is filling in the circles correctly.

SAY In the space labeled SCHOOL NUMBER, write your school's number and fill in the circles corresponding with your School Number. The School Number is written on the board.

Pause.

SAY In the space labeled GRADE, fill in the circle next to the grade you are in.

Pause.

SAY In the space labeled STUDENT ETHNICITY, fill in the circle next to your ethnic background.

Pause.

SAY In the space labeled GENDER, fill in the circle next to your gender (Female or Male).

Pause.

- SAY **In the space labeled STUDENT TEST NUMBER, write your student identification number in the boxes. When you are finished, fill in the circles corresponding with your number.**

Pause.

- SAY **Find the space labeled STUDENT'S BIRTH DATE. Fill in the circle next to the month in which you were born.**

Pause.

- SAY **Below the word DAY, write the numeral or numerals of the day on which you were born. Write "0" in the first column if there is only one numeral in your day of birth. Now fill in the circles corresponding with your day of birth.**

Pause.

- SAY **Below the word YEAR, write the numerals of your year of birth. Now fill in the circles corresponding with your year of birth.**

To ensure accurate scoring results, the Student's Birth Date section must be completed correctly. Make sure each student has filled in the correct bubbles for the month, day, and year of birth.

Pause.

When all students have completed the student demographic page, begin reading Directions For Administering the Test on page 18.

DIRECTIONS FOR ADMINISTERING THE TEST

Session One

SAY Now open your test booklet to Page 1. This page contains directions for the test. Please read these directions silently, while I read them aloud.

Demonstrate. Make sure that the students have found the correct page.

- You will have 45 minutes to complete this session. I will let you know when to start and when to stop.
- This session contains 28 questions.
- Read each question carefully.
- For multiple-choice questions, fill in the bubble next to the correct answer in your test booklet. Be sure to fill in the bubble completely.
- For constructed response questions, write your answers in the test booklet in the space provided.
- Be sure to reserve time at the end of the session to review your answers.

SAY Are there any questions?

Answer any questions. If your students will be completing more than one test session today, please make sure that they complete one test session at a time, so that they have a short break between test sessions.

SAY When you come to the end of *Session One*, **STOP**. You may go back and review your answers in this section. Do *not* go on.

You will have 45 minutes to complete *Session One*. I will announce when 40 minutes have elapsed and again when time has ended at 45 minutes.

You may now begin work on *Session One*.

Record start time: _____

Add 45 minutes.

Record stopping time: _____

When 40 minutes have elapsed,

SAY Forty minutes have elapsed. You have five minutes left. Please be sure to allow yourself enough time to review your answers.

At the stopping time,

SAY Stop. This is the end of *Session One*. Make sure all of your marks are heavy and dark and that you have completely erased any marks that you do not want.

If students will be completing Session Two today, please allow them a short break before moving on. If this is the end of the testing period:

SAY Close your test booklet.

Collect all test materials. Redistribute the booklets when you administer Session Two.

Session Two

SAY Open your test booklet to page 17. This page contains directions for the test. Please read these directions silently, while I read them aloud.

Demonstrate. Make sure that the students have found the correct page.

- **You will have 45 minutes to complete this session. I will let you know when to start and when to stop.**
- **This session contains 26 questions.**
- **Read each question carefully.**
- **For multiple-choice questions, fill in the bubble next to the correct answer in your test booklet. Be sure to fill in the bubble completely.**
- **For constructed response questions, write your answers in the test booklet in the space provided.**
- **Be sure to reserve time at the end of the session to review your answers.**

SAY Are there any questions?

Answer any questions.

SAY When you come to the end of *Session Two*, STOP. You have finished the test. You may review your response in this section only. Do *not* go back to *Session One*.

You will have 45 minutes to complete *Session Two*. I will announce when 40 minutes have elapsed and again when time has ended at 45 minutes.

You may now begin work on *Session Two*.

Record start time: _____

Add 45 minutes.

Record stopping time: _____

When 40 minutes have elapsed,

SAY Forty minutes have elapsed. You have five minutes left. Please be sure to allow yourself enough time to review your answers.

At the stopping time,

SAY Stop. This is the end of *Session Two*.

Collect all test materials (including scratch paper).

After Testing

Teachers/Examiners should:

- Keep classes separate.
- Make sure the test booklets are face up and in the same direction. It is not necessary to alphabetize the materials.
- Check to make sure that all students have filled in Teacher Name, School Name, and Signature on the Student Demographic Page. If Pre-ID labels are not used, check to see that all other fields are completed as well.
- If Pre-ID labels are not used, check to see that all applicable questions on the Student Information Questionnaire will be completed by school personnel.
- For each class, completely fill out and bubble in the appropriate data on the Class Identification Sheet. *Be sure to include your email address as this will be the method in which you will be sent a username and password to access student reports in the online reporting system.* See page 22 for information to access online student reports.
- Place the completed Class Identification Sheet on top of the used test booklets facing in the same direction.
- Place each class set of used test booklets and the accompanying Class Identification Sheet in a Scoring Services Envelope. Use multiple envelopes if necessary. Mark multiple envelopes 1 of X, 2 of X, etc. Be sure to place the Class Identification Sheet in the envelope marked 1 of X. DO NOT use staples, rubber bands, or paper clips.
- Fill in the class information on the label of the Scoring Services Envelope(s). Remember to enter the number of used test booklets (including invalidated test booklets) on the label.
- Complete the Examiner Survey.
- Return the following to the School Test Coordinator:
 - Scoring Services Envelope(s)
 - Examiner Survey
 - Unused test booklets
 - Teacher/Examiner's Manual
 - Unused Pre-ID labels

DIRECTIONS FOR INVALIDATING A TEST

To invalidate a student's test, you must notify your School Test Coordinator. You will need to provide the student's name, Student Test Number, title of the End-of-Course Assessment to invalidate, and the reason for invalidation. Once the School Test Coordinator has verified the invalidation and completed the necessary paperwork, confirm that the INV bubble has been filled in. It is located on the back cover of the test booklet in the School Use Only box. Place the invalidated test booklet in the Scoring Services Envelope with the other used test booklets. The School Test Coordinator is responsible for following the directions for invalidating a student's test as outlined in the Corporation and School Test Coordinator Manual.

ACCESSING STUDENT REPORTS

Reports will be available at the Corporation, School, and Teacher level 7 business days after all materials are received by Questar Assessment, Inc. Corporation Test Coordinators (CTC), School Test Coordinators (STC), and Teachers will need to access their paper-and-pencil score reports using their secure username and password from the Questar Administrator interface found at: INCore40eca.questarai.com/admin.

If you need assistance locating your username and password, please contact Questar Core 40 ECA Support at 1-877-424-0322.

Reports available on the Questar Core 40 ECA administrative site are:

- Corporation Summary Report
- School Summary Report
- Class Report
- Individual Student Report

To access score reports:

1. Click once on the **Reports** menu at the top of the screen.
2. A menu of the reports available to your administrative level will be listed.
3. Move your mouse through the reports menu and click once to select the report you wish to view.
4. The report will be displayed.

An example of a Corporation Summary Report is below. Key functional elements described below are available at all levels.

- Print Report – available at all levels
- Download Data – available at all levels
- Link to other level reports – available at all levels

Print Report

Download Data

Testing Date:

A2 Winter 2008

A2 Winter 2008 Operational Administration

Corporation Summary Report

Biology I

Corporation:

ADI Test Corp Echo T005

Number of Schools: 1

Number of Students with Completed Tests in Corporation = 14

School Roster	# of Students	Average Scaled Score	Proficiency Rating	Molecules and Cells	Developmental and Organismal Biology	Genetics	Evolution & Historical Perspective	Ecology
Scaled Score Range		200-800	% Passing	8pts	12pts	10pts	10pts	11pts
School: ADI Test Echo High Sch#: TSE1	14	448	50.0%	47	48	40	41	56
Corporation Average	14.0	448	50.0%	47%	48%	40%	41%	56%

SCALED SCORES:

A Scaled Score of 509 or greater on the Biology I test is passing.

Print Report

A Print Report button appears in the upper left-hand corner of each report. When selecting this button, the report will open in a frame on the page where you can Save or Print the report. To return to the original view of the report, click on the **Back** button on your browser.

Click on the Printer icon to print the report.
Click on the diskette icon to save the report.

Testing Date:
A2 Winter 2008

A2 Winter 2008 Operational Administration
Corporation Summary Report
Biology I

Corporation: ADI Test Corp Echo T005

Number of Schools: 1
Number of Students with Completed Tests in Corporation = 14

School Roster	# of Students	Average Scaled Score	Proficiency Rating	Molecules and Cells	Developmental and Organismal Biology	Genetics	Evolution & Historical Perspective	Ecology
Scaled Score Range		200-800	% Passing	8pts	12pts	10pts	10pts	11pts
School: ADI Test Echo High	14	448	50.0%	47	48	40	41	56
Sch#: TSE1								
Corporation Average	14.0	448	50.0%	47%	48%	40%	41%	56%

SCALED SCORES: A Scaled Score of 509 or greater on the Biology I test is passing.

Download Data

If you wish to download the data of the report you are viewing to an Excel spreadsheet, click once on the **Download Data** button located in the upper left-hand corner of the report next to the Print Report button. After making this selection, you will be prompted to open or save the file.

- Save** – will ask you to find the location on your computer to save the file. After locating where you wish to store the file, click once on **Save**.
- Open** – will open the report you are viewing in an Excel file format within a webpage.

An example of the data, when it is opened in the browser, is below:

INDIANA
CORE40
End-of-Course Assessment

A1	A	B	C	D	E	F	G	H	I
1									Testing Date: A2 Winter 2008
2									
3	A2 Winter 2008 Operational Administration Corporation Summary Report Biology I								
4									
5									
6									
7									Corporation: ADI Test Corp Echo T005
8									
9									
10									
11	School Roster	# of Students	Average Scaled Score	Proficiency Rating	Molecules and Cells	Developmental and Organismal Biology	Genetics	Evolution & Historical Perspective	Ecology
12	Scaled Score Range		200-800	% Passing	8pts	12pts	10pts	10pts	11pts
13	School: ADI Test Echo High	14	448	50.00%	47	48	40	41	56
14	Sch#: TSE1								
15	Corporation Average	14	448	50.00%	47%	48%	40%	41%	56%
16									
17	SCALED SCORES: A Scaled Score of 509 or greater on the Biology I test is passing.								
18									

The file you have opened or saved is available to be used in MS Excel. To return to the original view of the report, click the **Back** button on your browser.

Link to Other Report Levels

From each report level, there will be links to reports at a different level. This will vary by your role in the Core 40 ECA program. A description of the reports available to each role is below:

The following indicates the level(s) of reporting available based on the administrative role:

- **Corporation Test Coordinator** – may view reports for Corporation, Schools, Classes (Teachers/Class), and Individual Student Reports.
- **School Test Coordinators** – may view reports for Schools, Classes (Teachers/Class), and Individual Student Reports.
- **Teachers** – may view reports for Classes (Teacher/Class) and Individual Student Reports.

Administrators can click on links within the reports they are viewing to access other reports from the same login. These links display on the report in **blue text**.

The Corporation Summary Report is the highest level report available to the CTC. In the example below, a CTC administrator can link from the Corporation Summary Report to the School Summary report by clicking once on blue text that reads **QAI Test Echo High**.

Print Report		Download Data		Testing Date: A2 Winter 2008				
A2 Winter 2008 Operational Administration Corporation Summary Report Biology I								
Corporation: ADI Test Corp Echo T005								
Number of Schools: 1 Number of Students with Completed Tests in Corporation = 14								
School Roster	# of Students	Average Scaled Score	Proficiency Rating	Molecules and Cells	Developmental and Organismal Biology	Genetics	Evolution & Historical Perspective	Ecology
Scaled Score Range		200-800	% Passing	% Correct				
				8pts	12pts	10pts	10pts	11pts
School: ADI Test Echo High Sch#: TSE1	14	448	50.0%	47	48	40	41	56
Corporation Average	14.0	448	50.0%	47%	48%	40%	41%	56%
SCALED SCORES: A Scaled Score of 509 or greater on the Biology I test is passing.								

Upon making this selection, the School Summary Report for QAI Test Echo High school will display. The School Summary report is the highest level report available to the School Test Coordinator (STC). From this report, administrators can link to the Class Report by clicking on the name of the teacher/class for which they wish to review the Class Report.

<div>Testing Date: A2 Bio e2e</div> <div>A2 Winter 2008 Operational Administration School Summary Report Biology I</div>								
Number of Classes = 1 Number of Students with Completed Tests in School = 14				School: ADI Test Echo High TSE1 Corporation: ADI Test Corp Echo T005				
Class Roster	# of Students	Average Scaled Score	Proficiency Rating	Molecules and Cells	Developmental and Organismal Biology	Genetics	Evolution & Historical Perspective	Ecology
Scaled Score Range		200-800	% Passing	% Correct				
				8pts	12pts	10pts	10pts	11pts
Teacher: Takus, Bruce Class: Takus, Bruce	14	448	50.0%	47	48	40	41	56
School Average	14.0	448	50.0%	47%	48%	40%	41%	56%
SCALED SCORES: A Scaled Score of 509 or greater on the Biology I test is passing.								

Selecting the link for **Takus, Bruce** will display the Class Report for this teacher. The Class Report is the highest level report available to the Teacher/Test Examiner.

Testing Date A2 Winter 2008							
A2 Winter 2008 Operational Administration Class Report Biology I							
Teacher: Takus, Bruce Class: Takus, Bruce			School: AD1 Test Echo High TSE1 Corporation: AD1 Test Corp Echo T005				
Number of Students with Completed Tests = 14							
Student Name	Scaled Score	Proficiency Rating	Molecules and Cells	Developmental and Organismal Biology	Genetics	Evolution & Historical Perspective	Ecology
Scaled Score Range	200-800	Pass/Did Not Pass	% Correct				
			8pts	12pts	10pts	10pts	11pts
Martin, Nancy STN: A2BIO0025	667	Pass+	100	75	60	80	100
QA001, A2 BIO STN: A2BIO0001	633	Pass	100	67	60	90	73
QA003, A2 BIO STN: A2BIO0003	800	Pass+	100	100	100	100	100
QA004, A2 BIO STN: A2BIO0004	200	Did not pass	0	0	0	0	0
QA013, A2 BIO STN: A2BIO0013	**	INV	***	***	***	***	***
QA014, A2 BIO STN: A2BIO0014	200	Did not pass	0	17	10	20	27
QA015, A2 BIO STN: A2BIO0015	200	Did not pass	25	33	20	0	9
QA016, A2 BIO STN: A2BIO0016	200	Did not pass	25	8	0	20	36
QA017, A2 BIO STN: A2BIO0017	341	Did not pass	50	17	30	20	27
QA019, A2 BIO STN: A2BIO0019	200	Did not pass	0	0	0	0	0
QA021, A2 BIO STN: A2BIO0021	514	Pass	25	67	50	40	73
QA022, A2 BIO STN: A2BIO0022	507	Did not pass	25	67	40	50	64
QA023, A2 BIO STN: A2BIO0023	651	Pass+	88	75	80	60	100
QA024, A2 BIO STN: A2BIO0024	643	Pass	100	75	60	60	100
QA026, A2 BIO STN: A2BIO0026	522	Pass	25	67	50	40	82
Class Average	448	50.0%	47%	48%	40%	41%	56%
School Average	448	50.0%	47%	48%	40%	41%	56%
SCALED SCORES: A Scaled Score of 509 or greater on the Biology I test is passing.							
INV: Scores are invalid because of local test invalidation or both sessions were not completed. These students are not included in the calculation of averages.							
NOTE: The Class and School Average associated with the Proficiency Rating category is composed of the total number of students with a Proficiency Rating of Pass.							

From the Class Report, administrators can access Individual Student Reports by clicking on the name of the student which appears as a link from this report.

Print Report

Print All Reports

INDIANA

CORE40

End-of-Course Assessment

A2 Winter 2008

A

Student Report for
Nancy Martin

STN:

A2BI00025

Grade:

10

Test Date:

A2 Winter 2008

Subject:

Biology I

Corporation:

ADI Test Corp Echo

School:

ADI Test Echo High

Teacher:

Takus, Bruce

Indiana Core 40 ECA Academic Standards
The Indiana Academic Standards describe what students should know and be able to do in English/Language Arts, Mathematics, and Science. This ECA was created to measure whether students have learned what they are expected to know and be able to do upon completing the respective course.

Biology I Proficiency Rating:

Student Score: 667

Score range:
Min, Max, Passing
200 - 800, 509

200

509

800

B

Pass+

This student's score is **667** in Biology I, which means he/she passed the Biology I Core 40 ECA.

C	Biology I Reporting Category	Percent Correct
	Molecules and Cells	100%
	Developmental and Organismal Biology	75%
	Genetics	60%
	Evolution & Historical Perspective	80%
	Ecology	100%

D

Biology I
This student passed the Core 40 ECA test in Biology I. The test results show that Molecules and Cells, and Ecology may be strengths for this student.

Purpose
This report provides information on this student's achievement of the Indiana Core 40 ECA. From this report, it is possible to determine if a student has demonstrated knowledge of the standards for this course with a passing score. A student's teacher can also show classroom work and other test results that provide evidence of this student's progress.

Student Report Information

- A** Identifies student name, demographic information, corporation, school, and teacher/class.
- B** Displays student performance relative to Indiana's Academic Standards for the content area tested.
- C** Shows student's percent correct for each reporting category.
- D** Lists the student's areas of strength and weakness.

At the top of the Individual Student Report are two buttons which allow you to print the report.

- **Print Report** – this will print the individual report you are currently viewing.
- **Print All Reports** – this will generate a batch print job of all students in the class this student belongs to.

To return to the Class Report view, click once on the **Back** button on your browser.

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Biology I Manual

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